WOLKITE UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF MANAGEMENT

EFFECT OF TIME MANAGEMENT PRACTICE ON ACADEMIC PROGRAM ACHIEVEMENT (IN CASE OF COLLEGE OF BUSINESS AND ECONOMICS STUDENTS IN WOLKITE UNIVERSTY)

A SENIOR ESSAY SUBMITTED TO DEPARTMENT OF MANAGEMENT IN PARTIAL FULFILLMNT OF THE REQUIREMENTS FOR THE DEGREE OF BACHELOR ART IN MANAGEMENT

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April, 2025

WOLKITE, ETHIOPIA

Acknowledgement

I would first and for most like to thank almighty God for the whole journey and helping me this success. Next, I would like to express my deepest gratitude and sincere appreciation for my advisor Mr SISAY. M for his valuable suggestion and constructive comments giving to me throughout the research work Third, I would like to thank college of business and economics students for the willingness of giving accurate data and contribute of idea toward the successful completion of this research.

Finally, I would like to thank all my friend to those helped me sharing idea through research work.

Abstract

This research focused on Effect of time management practice on acadamic acheiment in students of college of business and economics in wolkite universty and also, the scope of the study was only on the students of college of business and economics study. Data requirement are fulfilled through collection of primary source a data. Among primary source of data the researcher used interview and questionnaire method.The total population of the study was 1160 and the sample size was 100 students, and the researcher used proportionate stratified random sampling techniques on the basis of the department of study and academic achievement measured in terms of CGPA. Finally, this study is designed descriptive types of research. Based on finding the researcher, factors affect students time management practice were excessive attend to social media, excessive social relation, lack of awareness and others are affect students time management practice. Moreover, students have good time management practice as the researcher findings. And also good time management practices have positive effect on student's academic achievement. Therefore, students should recognize factors which affects their time management practice and should develop good awareness of time management practice and being wisely use this resource to achieve academic and their life.

Key terms :time management and academic achievement

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CHAPTER ONE

1. INTRODUCTION

1.1 Background

In the modern world time is seen as an indefinitely divisible and usable commodity. It helps to infuse the concept of time through instruction. All the material and human resources possessed by organization can be enhanced in the course of time or be transformed as time goes on. Ye the only asset that cannot be changed or purchased or stored is time itself. The secret to achieving success in life is effectively managing this resource that every one possess equally and paying sufficient emphasis to planning Macan, and etal, (2000). As the findings of Peter, (2005), Time is unique resource. A closer look at the definition of the management concept shows that it is in reality an act of directing. Management is distinct process of consisting of activities like planning, organizing, and controlling performance to determine and accomplish stated objective with use of human being and other resources. Whereas "F.W. Taylor" defines management as the art of knowing what you want to do in the best and cheapest way. Thus, management of this ever-flowing time is decidedly the ability of one to direct himself /herself, his/her own deeds and all other activities and to use time more effectively.

Time management has been refers to as technique for managing time Macan et al (2007). According to Burt and Kamp, (2000), time management is technique for effective time use, planning and allocating time. Again time management is technique to increase the time available to pursuer activities, king et al (2002). Time management is set of principles, practice, skills tools and systems that work together to help you get more value out of your time with the aim of

improving the quality of your life, Gerald, (2002). And time management is the act of taking conscious control over the amount of time spent on specific activities.

Time management plays a vital role improving students' academic performance and achievements. When students have managed their time effectively, it can be highly achieve their targeted goal or objective. Her time management is only possible through self-motivation, performance, ability and motivation, Brigitte, etal (2005). As we can see, time management is quite essential to any university student and it is one of the keys to higher academic achievement Kelly, (2004).

As the findings of Britton and Tessor, (2003), shows good time management predicts academic achievement and, in particular, is was short time range planning that predicted grade point average. That means time management activities surrounded by daily or weekly time structure and cover the activities such as setting objectives at the commencement of the day, planning and prioritizing daily behaviors and creation work contents Yilmaz et al, (2006). According to Kelly, (2004), the efficient use of time is directly associated or related with increased academic performance or achievement with refers to the outcome of education, extent to which a student, a teacher or institution has achieved their goals after much effort.

On the other hand, poor time management behavior such as not allocating time properly can contribute to academic under achievement or poor performance, Britton and Tessor, (1991, Balduf, (2009). So, negative time management practice decreases academic performance or under achievement as many scholar cited. Therefore, the researcher supports this idea, because all academic run by time management and without time management it cannot be achieved a targeted academic goal.

There are number factors or challenges which affect students time management practice. Like, lack of awareness, careless to manage time effectively peer pressure, expends much time by playing different game without time planning, social media, student wastes their time in pool house and they wants spend much time by enjoying with their friends and others are challenges or factors which affect students' time management practice on the students' of college of business and

economic in wolkite university. For this reason the researcher would intended to conduct a study to assess the effect of time management practice on academic achievement on students college of business and economics in wolkite universty .

1.3 Statement of problem

The key point that researcher conducted the study was the effect of time management practice on academic achievement. Thus, time is one of the non-renewable resources that nobody never can come up which one it is passed and time management is one of the base for achieve any activities. Therefore, if every human being would be using this non-renewable resource wisely, it can achieve a setting goal.

As cited by many scholar time management practices is among contributing factors which have a great effect on the students' academic achievement which refer to the outcome of education the extent to which student, teacher and institution has achieved their goals after much effort. According to Britton and Tesser, (1991), finding effective time management can have contributed to higher level of college achievement.

However, there are numbers of factors or challenges which affect students' effective and efficient use of time management practice in country level. The some of those factors are students they have negative attitude regarding to the time management practice or lack of awareness of time management practice, situation of environment and others countless factors challenges of time management have a country level.

Particularly, as the researcher observed or asked through personal communication with students of business and economics college wolkite univertys .they have problem which affect students' time management practice as above mentioned. Like, lack of awareness, careless to manage time effectively, peer pressure, expends much time by playing different game without planning, like wastes their time in pool

house and different game and they wants spend much of time by enjoying with their friends. And also students intentional wastes their excessive attending social media and others are challenges which affect students' time management practice on the students' of college of business and economic in wolkite university. By taking account the above challenges of time management practice the researcher forced to conduct a study on the effect of time management practice of students' academic achievement in case of college of business and economics in wolkite university.

1.4 Researcher questions

The researcher addressed the following research questions

i. What are the major factors or challenges that affect students' time management practice?
ii. What is the level of students' time management practice?
iii. What is the effect of time management practice on students' academic achievement?

1.5 Objectives of the study

1.5.1 General objectives of study

The general objective of this study was the effect of time management practice on acadamic acheivment students of college of business and economic in wolkite university .

1.5.2 Specific objectives of the study

The study has the following specific objectives

- To assess the major factors or challenges that affect students' time management practice.
- To assess what level of students' time management practice
- To assess the effect of management practice on students' academic achievement.

1.6 Significance of the study

The research has the following significance

Firstly, the researcher benefited from the study for the partial fulfillment of BA degree in management and also getting experience, skills and knowledge of conducting research in futures.

Secondly, for the other researcher, it serving as source to investigate furthers the problem on this research. And, thirdly it might be serve as input to universe in reducing attrition rate of students and enhancing time management practice on their acadamic achievement. Then, for the other bodies, it might be helps to gain knowledge, experience and to educate other bodies from the research about time management practice and academic achievement. Finally, it might be creating awareness about the effect of time management for students' academic achievement.

1.7 The scope of the study

The study focused on the effect of time management practice on acadamic acheivment students of college of business and economics in wolkite universty . Due to this, the study cannot be generalized or applied for the other program of studies and it leaved for the other researcher's further study. And also the researcher would have preferred business and Economics College, because of, more familiar with the students rather than the other else and to reduce cost and time. Due to this issues, the study conducted in college of business and economics students' in wolkite University.

1.8 Limitation of the study

Since the study was conducted only on the students of college of business and economics.which limits the general ability of the research findings to the whole students. And, since all findings are based on the information given by the respondents it might be subjective to the potential bias and prejudice of the people involved.

1.9 Organization of the paper

This paper contains five chapters. The first chapter deals about introduction parts, like background of the study , statment of problem, objective of the study, scope of the study, significance of the study, limitation of the study and organization of the paper.

Chapter two describes the review of related literature;

chapter three discusses research design and methodology part.

Chapter four is about detailed data presentation and interpretation. The last chapter, five contains conclusion and recommendation part.

CHAPTER TWO

2. LITERATURE Review

2.1 Major concepts and ideas Associated with time management

Time is the art arranging, scheduling and budgeting one's time for the purpose of generating more effectiveness work and productivity. It is priority –based structuring of time allocation and distribution among competing demands since time cannot be stored, and its availability can neither be increased beyond nor decrease from the 24 hours. Gerald, (2002) defined time management as a set of principles, practice, skills, tools and systems that work together to help you get more value out of your time with the aim of improving the quality of your life. Argawal, (2008) in his contribution asserts that time management is usually a personal problem and if in one instinctively knows what the right is, then there is no need to worry. Daily life is not actually a gamble and allocating time to every activity will help. Unlike other things time lost never comes back. Time management is focused on solving problems. Example of common problem are; being unable to deal with distraction, deadline pressure, and procrastination, and self-disciplines, ambiguity of personal goals, not being able to say 'no' excessive social relation, indetermination, perfectionism and messy task. According to Akomolafe, (2005) stated that time really cannot be managed because it cannot be showed down. Speed up or manufactured. But Quck, (2001) believed that time can be managed because when one wants to solve the problem of procrastination; one needs to learn and develop time management skills.

Time is the scarcity of resource of manager, if it is not managed nothing else can be managed (Peter, management guru and author (1909-2005). It is

substance of our lives ("whites Alexander Stoddard in her book). In addition to this, she explains that we don't create time in our lives but instead "create our lives in time". According to "peter druker" one cannot even think of managing one time unless one first knows where it goes. Day today, everyone has the same amount. It

cannot accumulate and cannot be turn off. It is also cannot be replaced and it has to spent at the rate of sixty seconds every minute (jock. D. farmer. Pp6-7(Mr. john Wiley and sons. 1980). According to IZ and Ozen, (2010). Time management refers to the process of stacking greater amount of work and activity in to a certain length of time and it is process involves self-recognition of the individual first, familiarity with his/her own personal traits, conducing analysis on the time use problem and collecting relevant data, assessing alternatives solutions. Selecting and implementing one of their alternatives.

According to fleeing, (2022) an effective time is closely associated with an understanding the difference between efficient and effectiveness. Fleming, (2011) classifies that while efficiency involves completing specified tasks in a right manner, effectiveness relates to identifying the right tasks to be accomplished in the first place.

Similar view point is expressed by Fleming (2011) as well, who argues the practice of identification of strategic tasks in an appropriate manner. And the selection of appropriate tools and techniques for the completion of those tasks can be considered the most basic conditions of effective time management Singh, (2008) points to two fundamental aspects associated with the concept of time.

- The sequence, and more precisely, the order of the change;
- The duration of the changes or the period between them

Felton and Sims, (2009), on the other hand, closely associate the concept of time management with one's self-management. The authors assert that "the focus of time mange mentis priorities and stems from self-management. Self-management is the power house of time management.

The specific process involved in time management is specified by Downs, (2008) as setting, analyzing, filtering, scheduling and exciting.

2.2 Time management practice and academic achievement

Time may be described as a major of the duration and order of events in the past, the present, and the future. Although every individual has 24 hours of time at his/her disposal each day, it is the effective use of time distinguishes achievers from non-achievers in all spheres of life Britton and Tessor, (2001); Zimmerman, (2000).

According to "Kelly (2004)" the efficient use of time is directly associated with increased academic achievement. It the ability to effectively manage ones' time was indeed positively related to academic performance, then, interventions that improve time management would value to student's time Burru, etal, (2013). To cumulative time spent working during a week, these objectives were also added. Time management practice has been proven to be same of the top indicators toward achieving a high level of academic success and performance. They not influence on the achievement but using time management technique also serve only one reason meaning that there multipurpose fulfilled by time management Fazal, (2012). Academic achievement: - refers to the outcome of education, the extent to which a student, teacher or institution has achieved after much effort. It is something you do or achieved school, college or university, it is also award for when you achieved of something not worthy after much effort.

2.3 Dimension of time management

The effectual utilizing of time and managing time requires procedures and good quality planning behaviors, one can make use of time effectively and competently by keeping time logs, constructing to do list and arrangement, and organize one's work space, as studies of earlier period and plentiful how-to books proposed sabelis, (2001). Time saving techniques and behaviors can be categorized in to numerous groups in general. There are three surfaces oftime management behaviors; short-range planning, long-range planning, and time attitudes. Laurie and Helisten, (2002). Short-range planning is the capability to set out and systematize responsibilities in short period of time. Long-range planning competences is to

handle every day jobs over a longer time perspective by keeping follow of significant date and setting objectives by putting adjournment Alay and kock, (2003).

A. Long-range planning

Long-range planning means to have long-range objectives and having disciplined routines. To acquire a summary on the everyday jobs that necessitated to be executed, time unites and a priorities which increases perception of having overtime. So, in the long run, planning enables one to deal with all activities (Kelly, 2004).

B. Short-range planning

Short-range planning was defined as time management activities surrounded by daily or weekly time management structure and cover the activities such as setting objectives at the commencement of the day, planning and prioritizing daily behaviors and creation contents Yilmaz etal, (2006). Numerous studies invented that short-range planning behavior, forecasting of time in the short run, surrounded by the time enclose of a week or less, established a constructive relationship to grade point average. Short-range planning in interface with accomplishment determined was optimistically associated to dealing performance as well Noftle, etal, (2007). Academic achievement means the educational objective that is accomplished by a student, teacher or institution realize over a definite short period Lisa and Robert, (2008). In different research finding it has been demonstrated that there exist positive significance relations between students' grade point average and the time attitudes and short-range planning.

C. Time attitude

Time management demands a key shift in emphasis; can concentrate on results, not on being busy. There are a lot of cases with people who waste their live in discolored doings and attain very small since they are placing their labors in to the incorrect responsibilities or weakening to focus their activity successfully, established that

two-time management workings directly affect the collective academic achievement Mercaniogu, (2010). The literature revealed that time management practice connected to the individual's awareness and attitudes about time management and is comparable the perception of having control over time. Therefore, time attitudes comprise the perception that the individual is in control of time the perception that the person is efficiently managing his time and they perception that the individuals making constructive utilization of time Kari metal, (2015).

2.4 Steps for effective time management practice

An essential step in regarding control of your time is the identification and elimination of those things that rob your time. Listed below are five steps to more effective time management.

1. Plan
    - ✓ Determine and set on paper what you would like to achieve and how you would like to get there.
    - ✓ Make your goals realistic, believable and achievable
    - ✓ Evaluate your progress and make any necessary changes on a regular basis
2. Assess

✓ Assess how you are currently using your time by keeping a time log for three days from the time you get up until the time you go to bed. Describe your activities in 15-minute time blocks.

✓ Prioritize your activities: A- important to you; B. important to other; C- basic human needs

3. Organize

- Make a list each morning of everything that you need to do for that day. Do not plan out every minute and do not even think about which task is most important. Does not worry if you do not accomplish everything, just include the unfinished task on your next day's

4. Prioritize

- After you have recorded these "things to do", re writes them in priority order-important things at the top and less important task at the bottom.
- Keep in mind due dates, commitments you have made and whether or not these tasks involve other people.
- You must be responsible with your priorities. Review your personal goals.

IV. Schedule

- ✓ Take your list and begin to work this "things to do" into your schedule.
- ✓ You cannot plan every minute of your day. Remember to leave room for breaks socializing and unexpected things that pop up. There is no use making a schedule that is impossible to follow.
- ✓ Keep a schedule book for the year. Write down your work commitment due dates and the like entrepreneurship books, written by Dawit Arega, and Dawit Ayelaw, (2005).

2.5 Factors affecting time management practice

Achunie, (1981) pine points time wasters in school system as numerous factors that influence time management practice. The following are noted: events that just come up various events that are not planned may come up within the school system. Events like lectures' strike, students' fire out break and many other emergencies can interfere with students' daily schedule. Kanus, (1996) shares this view by saying that students can be over whelmed by task to the extent of putting off academic assignments till latter date, or spending a great deal of time with friends and on social activities, worrying about upcoming examination, class project and papers rather than completing them. Missing up to the planned program. Austin, Dwyer and freebody, (2003), speak about lack of time management among students who experience frustration in trying to get themselves to start their works. The point of that factor which affects students' time management, like, lack of awareness, working certain activities without time planning, environmental factors,

like weather condition and others are factors which affects students' time management practice.

2.6 A short guide to managing your time

However obvious it may seem, time management if of the utmost importance you should buy a diary and use it work out how much time you should allocate to each element of your course and try to stick to a time table. You should aim to study in a regular pattern perhaps by working a set number of hours a day. Make sure you do not have to work into the small hours of the morning.

2.7 The importance of time management

The definition of the concept of time has been associated with ambiguities and even contradictions. For instance, time has been described as "time nothing more than the occurrence of events in sequence, on after another "Olpin and Hessen, (2012). P. 167 and" a resource that when lose or misplaced, is gone forever "Kerzner, (2009), p. 286).

The definion of time management has been offered as "the process of skillfully applying time to finish and perfect a specific activity within time constraint "Harris, p.22. However, there is no single definition of time that full capture all aspects of the concept.

Backe and mustric (2008) divide time into two categories: quantitative and qualitative. It can be specified that "quantitative time is seen to represent time as qualities, that is, time can be measured and counted in to seconds, minutes, days weeks, months, and years" wu, (2009), p.5. Qualitative time, on the other hand, is associated with a meaning of an activity the time is spent on.

2.8 Time Awareness and Time tracking

It will help you manage your time well if you know where your time actually gets spent. One very helpful way of determining your actual usage of time is to track

your time. The process here is like making a schedule, but it works in reverse. Instead of writing things in that you are planning to do, time logging is a process of writing down the things that you have already done.

Doing this is sort of a get-to-know yourself exercise because this procedure will highlight many of your habits that you might selectively ignore currently. For instance, some people find that every time they plan to do math home work they end up watching television. Other people just can't see to seem to follow their schedule until the week before finals. Whatever your time habits, time tracking will help you adjust and fine-tone your time management practices.

Havening accurate information about your time usage patterns can serve as another important point of reference for self-monitoring.

2.9 Empirical review

The study conducted at Wolkite University examines the effect of time management practice on academic achievement among students in the College of Business and Economics. Using a descriptive research design, the study employed questionnaires and interviews to collect primary data from a sample of 100 students, selected through proportionate stratified random sampling across four departments.

The findings reveal that effective time management significantly improves students' academic performance, measured by CGPA. Key factors negatively affecting time management included excessive social media usage, peer pressure, lack of awareness, environmental distractions, and carelessness in planning academic activities. Despite these challenges, the study found that most students practiced good time management and recognized its importance for academic success.

CHAPTER THREE

3. Research methodology

3.1 Research design

The main purpose of this study was describing the effect of time management practice on acadamic achievement in students' of college of business and economics wolkite university. To conduct this study, researcher used descriptive research design. Because of the research was describing the students' time management behavior or characteristics that concerned with academic achievement. To arrive on appreciate conclusion about the issue and in order to answer research questions the necessary data were collected through both qualitative and quantitative approaches. Qualitative approach the researcher used to give more information or detail data about this study, whereas through quantitative approach the researcher used to measure and analysis data in terms of tabulation and percentage.

3.2 Source of data

The source of data includes both primary and secondary data. The primary data would be collected from interviewing the college dean and distributing questionnaires to the students of College of Business and Economics. Secondary source would be collected from records, written documents and manuals written about time management.

3.3 Method of data collection techniques

The whole endeavor of the study was depending on data to be collected. In this study the necessary data were collected through primary source of data.

Among the primary data collection techniques interview and questionnaire were used to collect information from the students of college of business and economics in wolkite university.

3.4 Study area and Population

The research is targeted to study the effect of time management practice on acadamic achievement College of Business and Economics students in Wolkite University.. The College have four departments management,accounting,marketing and economics the total population of the college are 1160 students (population size).

3.5. sample size and sampling technique

The targeted population of this study is the students of college of business and economics in department management,Accounting,Marketing and Economics study in wolkite university. According to the college register office of university record, the total population of college of business and economics is 1160. From the total population, 100 samples were taken to conduct the study.

To determine sample size or sample respondents, the researcher was employed proportionate stratified random sampling technique on the basis of department of study .

So, the researcher used stratified random sampling technique. This means the researcher divides the population into strata. With stratified random sampling, there would an equal chance to management ,accounting,marketing and economics studies could be selected for inclusion in each stratum of sample. Using proportionate strata. To determine the sample size, the researcher used Tarro Yemman (1970) formula

$$n=\frac{N}{1+N(e)2}$$

because of the most population and it is easy to determine or to calculate sample size.

3.5.1 sample size

No	Department	No of population	Sample size
1	Management	487	42
2	Accounting	326	28
3	Marketing	160	14
4	Economics	187	16
	Total	1160	100

Table 3.1 shows the total population and sample size

3.6 Data processing and analysis

After the data was collected, the processing and analysis were done. The questionnaires collected from all sample respondents and it also checked for the availability of necessary information from primer data the analysis were carried on. The researcher used descriptive method of data analysis first data were categorized and next tabulation of data follow and data were interpreting using both qualitative and quantitative means of analysis. quantitative method that researcher uses in the research were statically analysis, such as organizing the collected data in percentage form and in tabular forms.

CHAPTERT FOUR

4. DATA PRESENTATION, ANALAYSIS INTERPRETATION

4.1 Background Information of respondents

The questionnaires were distributed to the respondents of college of business and economics Students and the number of respondents who participated to respond questionnaires was 100 students. The researcher was collected the distributed questionnaire from the respondents. However, some questionnaires were not replied and some respondents were not gives clearly or accurate answer as objective of study. But, the researcher collected questionnaires enough for study that is more than (80%) of questionnaire was returned.

Table 4.1 background information of respondents

No	Items	Frequency		Percentage	Total	
1	Sex	Male	50	54%	92	100%
		Female	42	46%		
2	Department	Management	25	27%	92	100%
		Accounting	25	27%		
		Marketing	20	22%		
		Economics	22	24%		
3	CCGPA	2.0-2.5	15	16%	92	100%
		2.5-3.0	22	24%		
		3.0-3.5	35	38%		
		Above 3.5	20	22%		

Source survey questionnaire (2020)

As the data shows from the above table 4.1. the researcher was selected both male and female students to conduct this study. This shows that the number of male is more than the number of female. Based on departement of study, the researcher selected from all departement of study through stratified random sampling. As data shows from the above table the respondents CCGPA found as follows. That is 15 (16) of respondents found2.0-2.5, 22 (24) of respondents found 2.5-3.0, 35(38) of respondents found 3.0-3.5 , 20 (22) of respondent found above 3.5 .Therefore, no one of respondents found below 2.0 CGPA.

4.2 Factors which affect students time management practice

Here below different variables forward to respondents' whether those variables an affect students time management practice or not in this college.

Table 4.2 Factors of time management

No	Item	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	
1	Social media	No	%	No	%	No	%	No	%	No o	%	No	%
		25	27	22	24	-	-	23	25	22	24	92	100
2	Careless	-	-	-	-	-	-	60	65	32	35	92	100
3	Peer pressure	-	-	-	-	27	29	32	35	33	36	92	100
4	Administrative system	-	-	27	29	-	-	32	35	33	36	92	100
5	Environment	-	-	30	36	-	-	32	35	27	29	92	100
6	Lack of awareness	30	33	30	33	-	-	32	34	-	-	92	100
7	Performing academic activities without time schedule	-	-	62	67	-	-	30	33	-	-	92	100
8	Excessive social relation	-	-	46	50	-	-	46	50	-	-	92	100

Source survey questionnaire, (2020).

From the above table 4.2 as data shows with regarding to number of items 1, that much of respondent responds agree and strongly that as can be social media is a factor which affect students' time management practice. That is 23(25%) of respondent responds agree and 22(24%) of respondent responds strongly that the social media which can be affect students time management practice. Whereas, 25(27%) of respondent responds disagree and 27(29) of respondent responds strongly disagree that social media is factors of time management practice for students, which means social media not a factors of time management practice. However, majority of respondents' data as shows from the above table social media is not of as factors which affects students' time management practice. But, no one of respondents says neutral that social media factors for students.

So that, as data shows from the above table 4.2 consuming much of time or consuming much of time on social media is one of factors which affect students' time management practice. Unplanned or excessive use of social media is factors for students' time management practice. Because of, much of respondents were agree that can be social media as affects students' time management practice. Whereas, only few respondents replied disagree and strongly disagree. This implies that students recognized that excessive use or consuming much of time on social media as affects time management practice.

As can data show from the above table 4.2, regarding to number of items 2, all of respondents replied agree and strongly agree that careless to manage time effectively is one of major factors which affects students time management practice, that is 60(65%) of respondents responds agree and 32(35%) of respondents is strongly agree, which careless of to manage time is also as a factors of time management practice for students. But, no one of respondents were strongly disagree, disagree as well as neutral that of careless is factors of time management practice for students.

Therefore, as can be data shows careless to manage time is a factor of students' time management practice. This means not initiate to manage time effectively or unwillingness of using time efficiently and effectively manner.

As can be data shows from table 4.2 regarding to number of times 3, those majorities of respondent responds agree and strongly agree that pressure as can be a factor which affects students' time management practice. That is 32(35%) of respondent responds agree and 33(36%) of respondents respond strongly agree that peer pressure can be affect students are management practice. The remaining 27(29%) of respondents were neutral, and no one of respondents replied strongly disagree and disagree about peer pressure which affect students time management practice.

Therefore, peer pressure is one of factors of time management practice for students, which means following the others friend's behavior can be affects their time management practice. Do to this data majority of respondents have known that peer pressure can affects time management practice.

Table 4.2 indicates that with regarding to number of respondents agree that factors of time management practice as can be come from the administrative system itself. That is 32(35%) of respondents agree that factors come from administrative system. Whereas the 27(29%) of respondents replied disagree, which means factors of time management practice not come from the administrative system. Again, 33(36%) of respondents responds strongly agree factors of time management practice as comes from administrative system. But, no one of respondents says strongly disagree and neutral that of factors of time management practice as comes from administrative system.

So that, as data shows from the table 4.2 majority of respondents agree about factors which affects students time management practice comes from administrative system and when unplanned program happen to on students' time, at that time affects students' time management practice.

As can be data shows from table 4.2 from numbers of item 5, again environmental factors can be affects students' time management practice as majority of respondent responds agree, 32(35%) of respondents says agree that factors which affects students time management practice also comes from environment. Whereas, 30(36%) of respondent responds disagree, this means factors which affects students time management practice not comes from the environment. The remaining 27(29%) of respondents strongly agree that of factors which affects students time management practice as also comes from the environment. But, no one of respondent responds strongly disagree and neutral, which factors of time management practice for students comes from environment.

Therefore, this data shows that student's time management practice can be affects by different environmental factors. For instance, weather condition is one of environmental factors affect students time management practice as described in open ended type of questionnaires, and also like different sound comes environment, which affects or disturbs students time management practice during reading their material and others are factors which affects students time management practice comes from environment.

The other factors affect students' time management practice is lack of awareness about time management practice. As can be data shows from table 4.2 from number of items 6, much of respondents responds that lack of awareness as a factors of time management practice, that is 32(34%) of respondents agree that lack of awareness of time management is factors of time management practice for students. Whereas the minor respondent responds lack of awareness is not a factors of students' time management practice. That is 30(33%) of respondents says disagree and 30(33%) of respondents says strongly disagree that lack of awareness of time management is factors of time management practice or which means lack of awareness of time management practice or which means lack of awareness of time management practice. But, no one of respondents says neutral and strongly agree to that of lack of awareness is one of factors which affect students' time management practice.

So that, as data indicates from table 4.2, much of respondents says agree that lack of awareness as a factor which affects students time management practice. This means lacks of experience, skills or ability and knowledge how to manage time effectively. Therefore, as data can be shows one of major factors which affect students' time management practice.

The other point that affects student's time management practice is performing academic activities without time schedule. Again as data shows from table 4.2 regarding to numbers of items 7, much of respondents says agree which performing academic activities without time schedule affect students time management practice. That is 30(33%) of respondent says agree which performing academic activities without time schedule can be as affects students time management practice. Then the remaining 62(67%) of respondent says disagree, mans that performing academic activities without time schedule is not affects students time management practice. Whereas, no one of respondents says strongly disagree, neutral and strongly agree when students perform academic activities which affects students' time management practice.

Therefore, as data shows from the presented table, much of respondents agree that performing academic activities it can be affects students time management practice. This means when students' not uses time schedule to work their daily academic activities, it can affect their time management practice, doing daily academic activities without planning. So, when students not use their own time schedule to doing certain academic activities, it ca be affect students time management practice, they can be miss manage their time.

As can be data shows table 4.2, from number of items 8, with regarding to items 8, the highest percentage of respondents says agree which the excessive social relation can be affects students' time management practice. That is 46(50%) of respondents says agree that as excessive social relation can be affects students time management practice. Whereas, 46(56%) of respondents says excessive social

relation not affect students time management practice. But, no one of respondents says strongly disagree, disagree and strongly agree that excessive social relation is factors of time management practice. Therefore, excessive social relation is one of the factors which affect students' time management practice as data shows from the table 4.2 this means when students expends their much time with friends or spending much of time with group by enjoying with them can be affects time management practice.

4.3 students time management practice

Table 4.3 students' time management practice

No	I am interested to manage my time				
9	Alternative	Frequency	Percentage	Total	
	Strongly disagree	-	-	92	100%
	Disagree	-	-		
	Neutral	32	35		
	Agree	27	29		
	Strongly disagree	33	36		
No	I am spend much of my time on academic program activities				
10	Strongly disagree	-	-	92	100%
	Disagree	27	29		
	Neutral	-	-		
	Agree	30	33		
	Strongly agree	-	-		
No	I have good time management practice				
11	Alternative	Frequency	Percentage	Total	
	Strongly disagree	-	-	92	100%
	Disagree	45	49		
	Neutral	-	-		
	Agree	47	51		
	Strongly disagree	-	-		
No	I am control factors of time management practice				
12	Strongly disagree	-	-	92	100%
	Disagree	45	49		
	Neutral	-	-		

	Agree	47	51		
	Strongly agree	-	-		

Source survey questionnaire, (2020).

As data can be shows from the above table 4.3, regarding to numbers of items 9, the most of respondents agree and strongly agree as they have interested to manage their time efficiently and effectively. They have interest to manage their time effective way for their daily academic program activities. That is 27(29%) of respondents agree and 33(36%) of respondents strongly agree to that as they have interest to manage their time efficiently and effectively. And, thee rest 32(35%) of respondents says neutral that the interested to manage their time or not. But, no one of respondents says strongly disagree and disagree, as they have interest to manage time or not.

So that as a given data shows most of respondents they have interest to manage their time effectively and efficiently. This means to initiate or willingness to manage time wisely or properly use of time on objective or practice doing certain academic activities with planning or not expend time unnecessary area rather than on targeted objective. Therefore, students have good time management practice.

Table 4.3, as data can be shows with regarding to item number 10, the highest percentage of respondents says agree to spend much of time on academic program activities rather than other 30(33%) of respondents says agree to spend much of time on academic program activities. Whereas, 27(29%) of respondents says disagree to that the spending of much time on academic program activities. But, no one of respondents says strongly disagree and strongly agree that spending of much time on academic program activities.

So that, spending much of time on academic program achievement means, effectively use of time on a targeted program, spend or effective use of time is it encourages academic activities to achieve towards the targeted goal. Therefore, students have good time management practice.

Table 4.3, as can be data shows with regarding to number of items 11, that the highest percentage of respondents have good time management practice. That is 47(51%) of respondents says agree as that they have good time management practice. Whereas, 45(49%) of respondents says disagree, means that they have poor time management practice. But, no one of respondents says strongly disagree, neutral as well as strongly agree as having good time management practice.

This means when students have properly or wisely or used their time on academic program have highly increase their academic program achievement in times CGPA. So good time management practice it makes students effective forwards their objective.As a given data shows from table 4.3 the majority of respondents they have good time management practice. This implies that students have known the way or a technique of managing time, or they have enough understanding about time management practice, they know they can manage time effectively forwards to targeted goal. Therefore, students have good time management practice. Therefore, students have good time management practice.

As table 4.3, shows that from number of items 12, the highest percentage of respondents says disagree to control factors of time management practice. That is 45(49%) of respondents says disagree to control factors of time management practice, this means they can the different challenge of time management practice. Then, the remaining 47(51%) respondents says agree, to that of controlling factors or challenges which affects their time. But, no one of respondents says strongly disagree, neutral and strongly disagree to control factors of time management. Which means the major of respondents can be resist the challenge which affects their own time.

4.4 Time management practice and academic program achievement

Table 4.4 Time management practice and the relation of academic program achievement

No	Effective time management have a positive effect on academic program achievement				
13	Alternative	Frequency	Percentage	Total	
	Strongly disagree	-	-	92	100%
	Disagree	-	-		
	Neutral	-	-		
	Agree	70	76		
	Strongly disagree	22	24		
	Poor time management practice have a negative effect on academic program achievement				
14	Strongly disagree	-	-	92	100%
	Disagree	-	-		
	Neutral	-	-		
	Agree	65	71		
	Strongly agree	27	29		

Source survey questionnaire, (2020).

Table 4.4, as can be data shows regarding to items 13, all of respondents says agree and strongly agree, that effective way of using time management practice have as a positive effect on students' academic program achievement. That is 70(76%) of respondents says agree 22(44%) of respondents says strongly agree, which effective way of using time management practice have a positive effect on academic program achievement. But, no one of respondents says stongly disagree, disagree and natural, that of effective time management practice have a positive effect on academic program achievement.

Therefore, as can be data shows, all of respondent says effective time management practice have positive effect on academic program achievement.

Table 4.4, as shows from the item 14, all of respondents says agree and strongly agree that the poor time management practice have negative effect on the students'

academic program achievement. That is as data indicates from table 44, 65(71%) of respondents says agree and 27(29%) of respondents says strongly agree that poor time management practice have a negative consequence on their academic program achievement. This means poor time management practice decreases academic achievement or directly associated with under academic achievement.

So that, it is fact that students' not uses own time effectively, it has a negative consequence on their objective, it decreases students CGPA. Therefore, with regarding to this data, students have enough understanding that the consequence of poor time management practice.

4.2 Analysis of data collected through interview from college dean

In this part of analysis responses obtained through interview with college dean were as follow. In order to get the dean's response, the researcher asked the following question and dean respond for each question in dependently as follow:

First, what are the benefit of implementing effective time management practice? the dean responds that effective time management practice helps to increase the number of students who scores a good grade in the college and reduce the number of time which passes without advantage.

Secondly: what are the factor which affect students time management in the college? The dean responds performing any activity without time scheduling is the factor which affects student's time management practice in the college. Some students in the college perform their activity without time planning and this will be case for getting unsuccessful result.

Third: what are the consequences of students don't have a good time management practice? The dean responds the consequences of students don't have a good time management practice are those; which increase the number of failing students in

the college and decreases the number of students who score a good grade in the college. Therefore, a good time management practices has positive effect on academic achievement.

CHAPTER FIVE

5. SUMMERY, CONCLUSION AND RECOMMENDATION

5.1 SUMMERY

The aim of the study was the effect of time management practice on acadamic program achivement. Time is non-renewable resource and it is unique resource.

Time is source of life. And, time management is the way or act of planning. Time management practice is very crucial resource for every human being. Particularly, time management practice is a vital role for student's academic achievement. When students are effectively used their time, it has a positive effect on academic achievement or direct associated with high academic achievement or it decreases academic achievement. Therefore, good time management practice is very important for students' academic achievement.

However, a number of factors or challenges which affects students time management practice of college of business and economics students in wolkite university. Those are as researcher finds chapter four, like, excessive or consuming much of time on social media carless to manage time effectively, peer pressure, failure of teacher using their time effectively, environment like, weather condition, different sounds from environment, performing academic activities without time schedule, bad administrative system, lack of awareness, making excessive social relation and others emergence are factors of time management practice. And also some students are wastes their time in poor house, joking with friends, playing different games without planning or much of time uses to playing different games. Further, the researcher reached to conclusion and recommendation based on the findings.

5.2 CONCLUSION

They have different factors which affect students' time management practice as discussed chapter four and here the above summery findings. For instance,

excessive attending of social media excessive social relation, carless to manage time effectively, peer pressure, failure of teacher using their time effectively, environment like, weather condition, different sounds from environment, performing academic activities without time schedule, bad administrative system. Lack of awareness and others are factors affect students time management practice on the students of college of business and economics in wolkite university.

And, majority of respondents they have enough understanding that factors of time management practice which affects their time. And also the highest percentage of respondents they have good time management practice and they have good awareness of time management practice, as shows chapter four findings of researcher, this means they uses their time effectively for the achieving their own targeted goal.

In generally, good time management practice or effective uses of time management practice as increased their academic achievement or only a positive effect on their academic achievement in terms of CGPA as most of respondents responds. But, poor time management practices have a negative consequence on their students' academic achievement or under achievement .

5.3 RECOMMENDATION

Depending on the conclusion of findings the researcher pin points the following recommendations about time management practice on students of the college of business and economics in wolkite university.

- First, students have to recognize time management practice and factors of time management practice.
- And students' in order to improve their time as all of respondents responds, students should be put clear image in their mind about time management practice and to improve their time it would create awareness of time

management practice, this means doing daily academic activities with planning.

- Further, students have to develop good time management practice and being wisely use this resource to achieve academic program and their life.
- Being, inform, the university has to give attention on time management practice of its students by giving training on time management practice. Since one of the strategic theme of the university is assuring academic excellence through improving academic performance of its students and minimizing attrition rate of students.
- It should advice students to start management their own time and to learn how can manage their time and to improve their academic performance.
- College of business and economics has to optimize its capacity to help its students to bring better time management practice or behavior since effective time management practice seemed to increase academic achievement in this sample.

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APPENDIX

WOLKITE UNIVERSTY

COLLEGE OF BUSSINESS AND ECONOMICS

DEPARTMENT OF MANAGEMENT

This questionnaire is prepared by Management student in Wolkite University College of Business and Economics for the topic, The effect of time management practice on acadami archivement. Its purpose is to collect data from college of business and economics students and to prepare a research paper for the partial fulfillment of degree of Bachelor of Arts in management.

Your answer will be kept confidential and you are kindly requested to fill all questions properly. This questionnaire is filled by the students of College of Business and Economics in Wolkite University.

Instruction

- No need of writing your name

- Give your answer by putting mark 'x' on the space provided

QUESTIONNAIRES

Part l: personal information

1. **Sex : male** ☐ **female** ☐
2. **Department of study Management** ☐ **Accounting** ☐ **Marketing** ☐ **Economics** ☐

3.CGPA ; 2.0-2.5 ☐ **2.5-3.0** ☐ **3.0-3.5** ☐ **Above 3.5** ☐

Part ll: Factors which affect student's time management

No	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Social media					
2	Carelessness					
3	Peer pressure					
4	Administrative system					
5	Environment					
6	Lack of awareness					
7	Performing academic activities without time schedule					
8	Excessive social relation					

Part- III: students time management practice

No	Item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
9	I am interested to manage my time efficiently and effectively way					
10	I am spending much of my time on academic program activities					
11	I have good time management practice					
12	I can control factors of time management practice that affects my time management practice					

Part IV: Time management and Acadamic achievement

NO	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
13	Effective time management practice have a positive effect on academic achievement					
14	Poor time management practices have a negative effect on academic					

	achievement					

Part V: Interview related questionnaires;

1. What are the benefits of implementing effective time management practice?
2. What are the factors which affect student's time management in the college?
3. What are the consequences of students don't have a good time management practice?